

Genre Connections

Lesson Preparation

Daily Lesson 11	READING	
	TEKS	Ongoing TEKS
Key Understandings and Guiding Questions	E1.Fig19B E1.8A E1.9D E1.15Ci	E1.1A,B,E E1.9B E1.10A E1.15Cii
Vocabulary of Instruction	<ul style="list-style-type: none"> • Readers make connections in order to better understand themselves and the world around them by reading a variety of texts and genres. — What connections can be made within and across genres?	
Materials	<ul style="list-style-type: none"> • Reader's Notebook (1 per student) • Teacher Reader's Notebook (1) • Expository texts from Daily Lessons 9-10 (1 per student) • Short persuasive text relating to expository texts from Daily Lessons 09-10 (1 per student) • Chart paper (if applicable) 	
Attachments and Resources		
Advance Preparation	1. Prepare to display visuals as appropriate. 2. Select a short persuasive text with a topic similar to texts used in Daily Lessons 9-10.	
Background Information	This Instructional Routine assesses Performance Indicator: <i>"Write multiple brief reflections to make connections within and across genres (e.g., literary-literary, informational-informational, and literary-informational). Provide textual evidence to support ideas."</i>	
Teacher Notes		

Instructional Routines

Daily Lesson 11	READING
Duration and Objective	<p>Suggested Duration: 50-60 min.</p> <p><u>Content Objective</u>: Students make connections between informational texts.</p>
Mini Lesson	<ol style="list-style-type: none"> 1. Ask: What is the author's purpose in persuasive writing? How does this differ from expository writing? Discuss responses. Ask: Are there similarities between the two? Discuss responses. 2. Read the persuasive text as a class. Ask: What is the author's purpose? Discuss responses. Ask: What details does he use to support his argument? Discuss responses. Ask: How is this similar to or different from the information in the expository texts? Discuss responses. 3. Ask: Are the author's opinions substantiated? Discuss responses. Ask: In what ways is the evidence relevant, of quality, and credible? Discuss responses. 4. Ask: What connections can be made between this persuasive text and the expository texts read previously? Discuss responses.
Learning Applications	<ol style="list-style-type: none"> 1. Students make a textual, personal, or world connection between the persuasive text and at least one of the expository texts and write a reflection in the Reader's Notebook.
Closure	<ol style="list-style-type: none"> 1. Volunteers share their reflections with the class. 2. Ask: Why is it important to make connections across different genres? Discuss responses.